

PHYSICAL ACTIIVTIES IN ALTERNATIVE ENVIORNEMENT IMPLEMENTED AT PHYSICAL EDUCATION CLASSES – CASE OF MACEDONIAN PRIMARY SCHOOLS

KLINCAROV ILIJA¹ & POPESKA BILJANA ²

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Introduction

The quality of physical and health education process is determined by many factors. Despite the quality of teacher work and curriculum design, availability of adequate material facilities and resources is one of the key elements of quality delivery of PE. The lack of material resources for realization of quality PE teaching process is one of the main problems not only in our, but also in other European countries (Eurydice, 2013). Finding different solutions for implementation of physical activities in alternative environments could be some of possible solutions to overcome the existing problems with material bases.

Purpose

Methods

Participants

To determine the current situation with material facilities for sport and physical education in our primary schools, available sport bases in local community and conditions for outdoor activities in order to achieve quality PE in elementary stage of primary education.

- ❑ The quantitative analyses
- ❑ Analyses of specialized literature sources
- ❑ Analyses of documentation

Criteria:

- structure of thematic unions;
- spatial requirement described in guidelines;
- possibilities to implement outdoor activities
- possibilities to use other school facilities.

- ❑ 134 primary school classroom teachers
- ❑ 15 different primary schools
- ❑ 5 different cities in Macedonia

Results

Item	Statements of generalist classroom teachers
Available sport halls in school	<ul style="list-style-type: none">○ 82% their school has sport hall in school possession○ 18% declare that their school doesn't have sport hall
Access and conditions of use of school sport halls	<ul style="list-style-type: none">○ 61% can use it sharing the space with other grades(1st – 5th)○ 19% can use it share the terms with higher grades (6th – to 9th)○ 20% even their school has sport facilities, they cannot use it
Access to outdoor facilities	<ul style="list-style-type: none">○ 90% of teachers use such facilities that belong to their schools.○ 10% of teachers use facilities that are common property of the school and other institutions or public property.
The availability of parks, public playgrounds or hiking paths near schools for purposes of PHE classes	<ul style="list-style-type: none">○ 52% available○ 22% partly available○ 26% not available

Table 1. Teachers opinions for available facilities for PHE classes

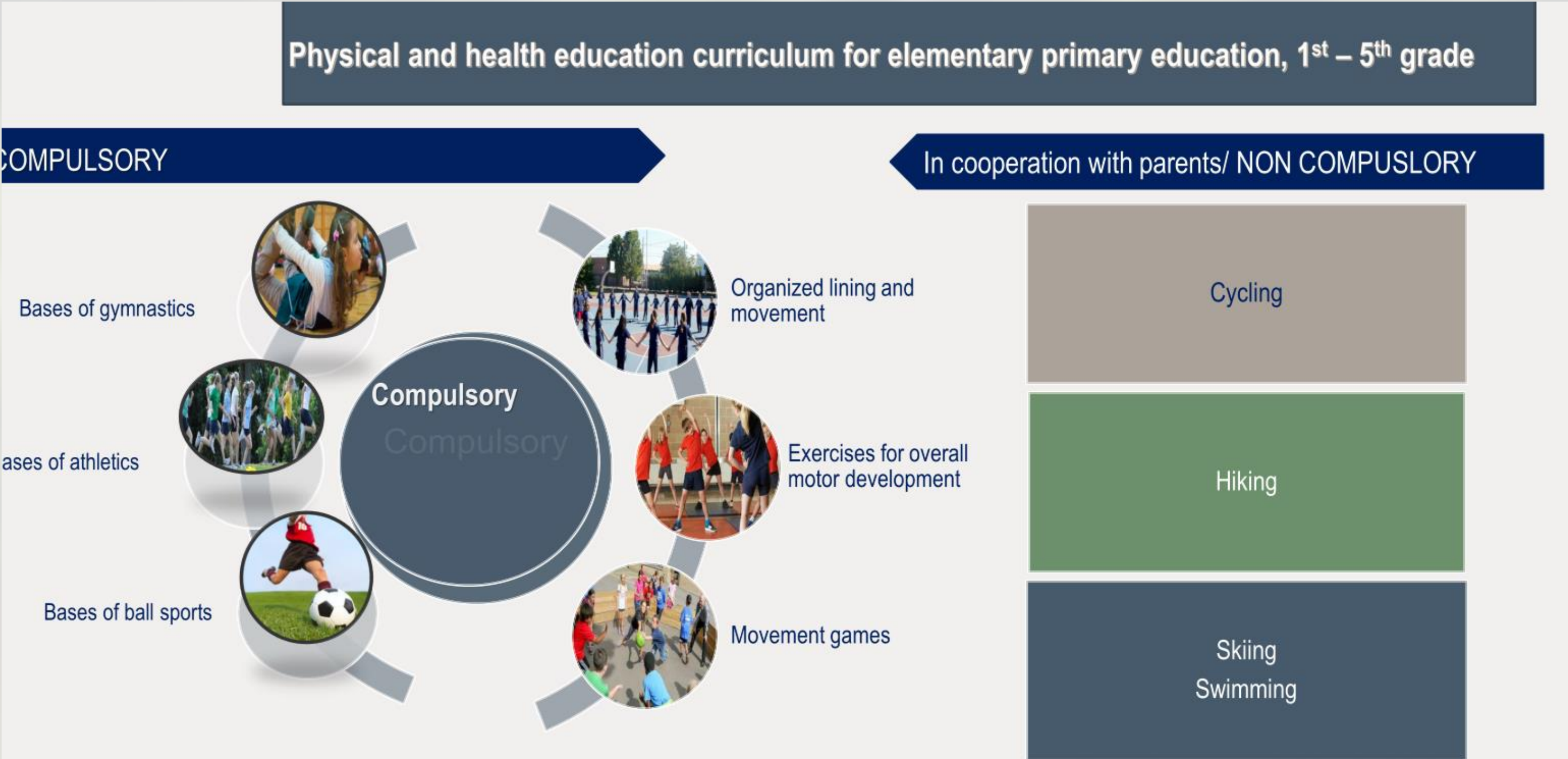


Figure 1. Structure of PHE curriculum

Resources of nature in Macedonia:

- ❑ Great possibility for outdoor activities and sports.
- ❑ Macedonia is determined to be mostly mountain country with many hills located very near to cities.
- ❑ Such natural landscape offers great possibilities for outdoor activities such as hiking, running, cycling, swimming, skiing and other activities (Dimitrov et al, 2018).

Conclusion

Current PHE curriculum is mainly oriented on activities that use indoor facilities. On the other hand, the structure of nature in Macedonia gives many possibilities for outdoor sports. Considering these facts and the lack of material facilities for sport in schools, the focus on PHE activities should be transferred from indoor to outdoor. The possibilities of local community and nature (near parks, open playgrounds, thematic parks for driving bicycles, rollers, open – air fitness playgrounds, open – air tennis and badminton courts) could be successfully used for the purposes of PHE. Additionally, the benefit from such use will not be just implementation of different contents of dynamical PE activities in nature and open air but will be also beneficial from the aspect of holistic and integrative learning (Popeska & Jovanova, 2016).

References

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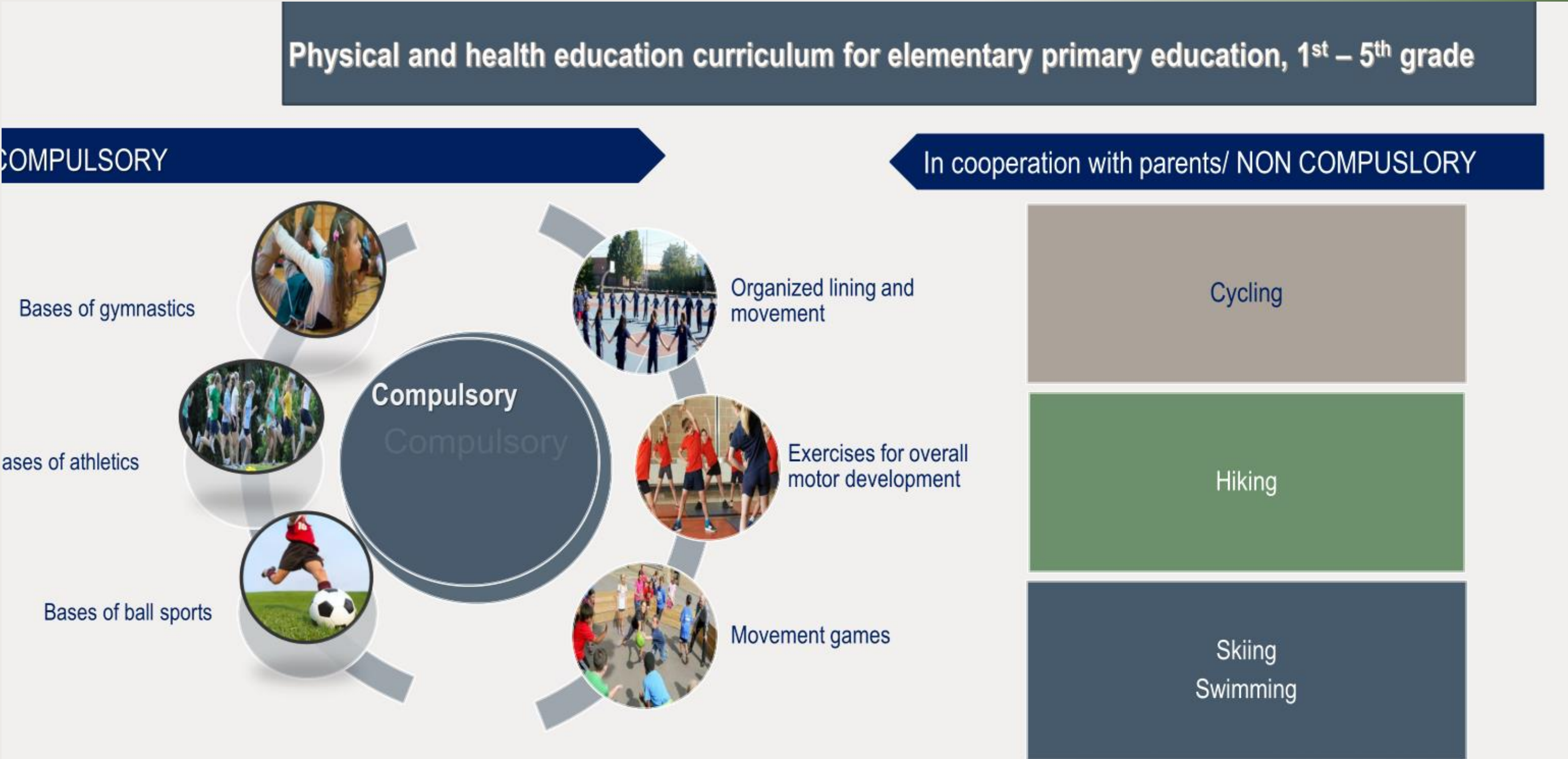


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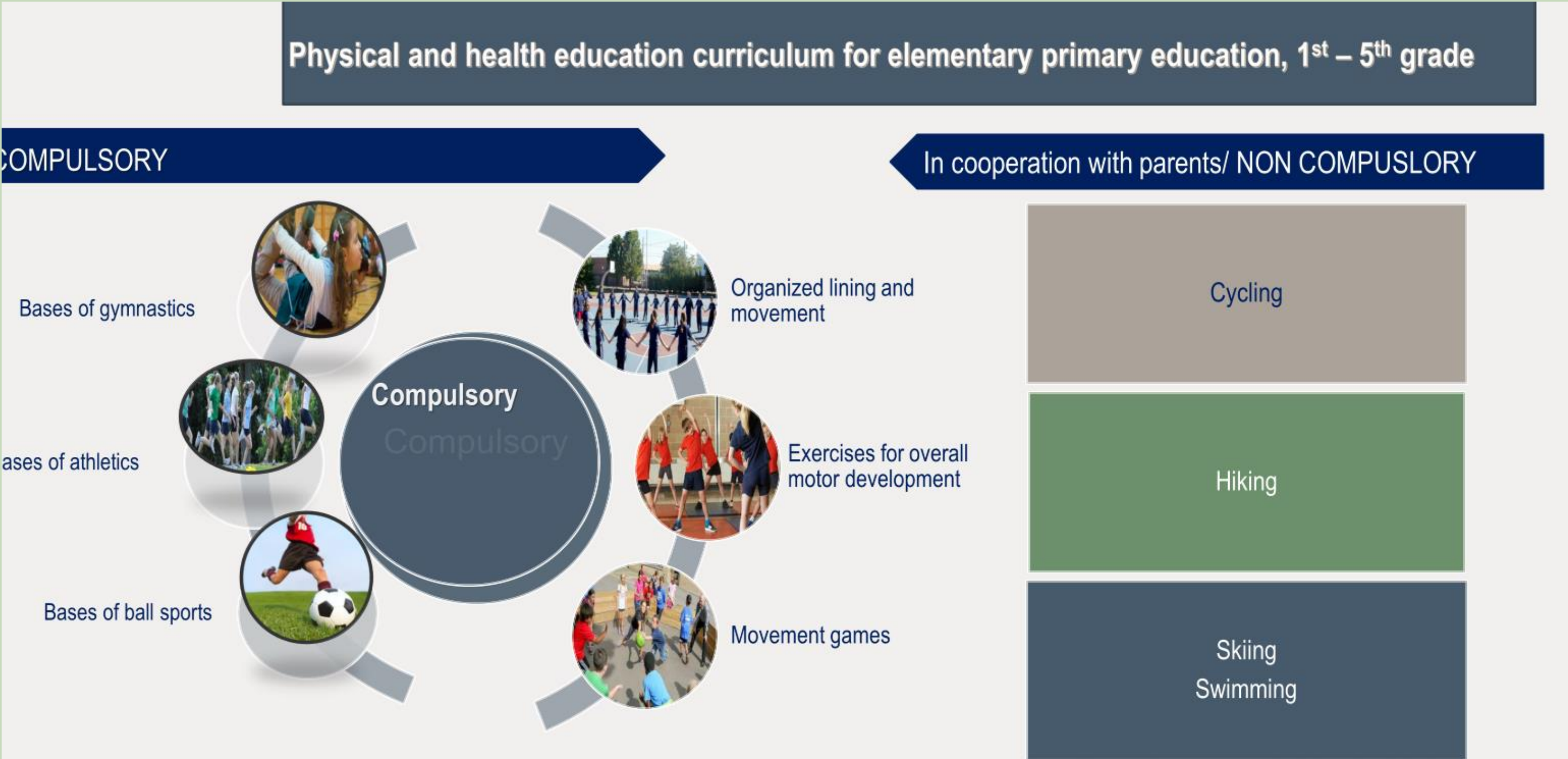


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